

# THE A T A MAGAZINE



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FEBRUARY, 1951



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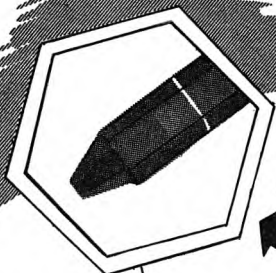
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# THE A T A MAGAZINE

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## THE INFLUENCE OF THE TEACHING PROFESSION

### ATA Strong in Numbers

**T**HE Alberta Teachers' Association has the highest membership of any professional organization in Alberta. One person in eighty of voting age is a teacher strategically located throughout the province. The teachers of Alberta through their local and provincial associations could exert a tremendous influence in this province if teachers would co-ordinate their efforts, as do members of the other professions, especially those in medicine and law.

There are only about 1200 doctors and lawyers in Alberta. Yet the influence of these two groups is much greater than the influence of teachers, simply because they are organized and their members work together. The teachers of Alberta could have just as much influence as doctors or lawyers if they used teamwork in organization and publicity.

### Weakness in Teamwork

Alberta has 6,000 teachers; but the teaching profession, in spite of its large membership, in spite of the contacts with other people that teachers have, has not been as influential in education as might reasonably be expected. Some teachers seldom read *The ATA Magazine* or local newsletters. Some seldom attend local meetings. As a result, the Association has members who do not know about our policies and our objectives. They do not know what is going on in education in Alberta. They do not know how their interests are being affected by developments in education and other related fields. To the people they know, these teachers represent the profession and they may express opinions about educational matters, based on their own limited experiences, and with little knowledge of ATA policies.

Some of the teachers who regard the profession as a stepping stone, object to pension contributions and Association fees. Apparently, they fail to see that the benefits of today, such as better salaries, one of the best pension schemes in Canada, and strong tenure laws, have been won by the teachers in the preceding 25 years. Anyone who is teaching should be an active member of the Association for as long as he is engaged in teaching—better still, for as long as he is in education. Moreover, it is reasonable to assume that, once a person has been an active member of the teaching profession, he will continue to support teachers and schools even after he has left the profession. Do you know that there are about 30,000 ex-teachers in Alberta?

### Divide and Conquer

Perhaps our very numbers, as well as the large turnover of teachers, are the main reasons why it is easy to set one group of teachers

against another. At one time or another, attempts have been made to drive a wedge between teachers with one year of training and those with a degree. Teachers with experience have been matched against those without experience. Public school teachers have been pitted against high school teachers. Principals and teachers have been made suspicious of each other. Why can't teachers see that whenever our unity is weakened, teachers are the losers. All teachers should support the official policies of the Association in regard to allowances for experience, qualifications, and responsibilities in salary schedules. When we ask for twelve or fifteen hundred dollars more for teachers with experience than for beginning teachers, we are not saying that every teacher with experience is giving better service than every teacher without experience. We are simply saying that a teacher gives better service with each year of experience and that, therefore, all teachers are entitled to annual increments. Also, a teacher is a better teacher with additional training and, therefore, all teachers are entitled to adequate allowances for training.

The policy of the Alberta Teachers' Association about teacher training programs is the same as that adopted by doctors when their standards were being raised. In the medical profession, when minimum qualifications were raised, all practising doctors were granted new certificates based on minimum qualifications. This is the only concession in teaching. In order to qualify for a higher class of certificate, a teacher must comply with the prescribed regulations, except . . . in cases where personality is "The Thing."

### Active Members

A large majority of teachers are active members of our Association. These teachers have become familiar with Association policies and objectives through attendance at Annual General Meetings and through articles, reports, and resolutions in *The ATA Magazine*. These teachers know how our policies have been developed, to what extent our objectives have been achieved, what the present prospects are, and what steps are practicable within the foreseeable future.

### Calling All Teachers

In summary, our main strength is in our numbers and in our influence with others, depending on the degree of unity within our own ranks. Our weak spots are the poor coordination and cooperation in matters in which teachers have a stake, and in our failure to interest more people in school problems. Our Association has formulated its policies and objectives with care. These are reviewed from time to time, and often amended. All of which should be well known to our members, in order that they may help us to achieve these objectives, which are in their own interests and to their personal and professional advantage.

How many of the eighty people of voting age per teacher can YOU persuade to support the schools? This is a job for every teacher and every teacher should be on the job.



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#### FIRST CANADIAN CHAMPIONS—THE GRADS OF 1922

Left to right, Daisy Johnson (the only Grad now teaching in Edmonton), J. Percy Page, Nellie Perry, Eleanor Mountfield, Dorothy Johnson, Winnie Martin, Connie Smith.

## Percy Page and His Amazing Grads

ELIZABETH BISHOP

### Best in Fifty Years

**S**PORTS editors and newscasters, voting in a Canadian Press Poll last December, chose a girl's team from Edmonton as Canada's greatest basketball team for the first half of the century. There could scarcely have been much argument about this selection, for, during seventeen of those fifty years, there was only one basketball team which was consistently acknowledged throughout the world as unequalled. The team was the Edmonton Grads. Their coach during their entire career was an Edmonton teacher, J. Percy Page.

### Unparalleled Record

On June 15, 1915, the Commercial Graduates' Basketball Club was formed in Edmonton and 25 years later the Grads withdrew from active participation in the game, after having established a remarkable record. During this period, the Grads travelled 125,000 miles in Europe, the

United States, and Canada. They played 533 official games, several of them against men's teams, and won 502 or 96.2 percent of all games played. They won the first international series against Cleveland in 1923 thus winning the Underwood Trophy. This trophy they held during the 17 years it was up for competition and, at the end of that time, the team was given permanent possession of it.

It was not uncommon for the Grads to play through a whole basketball season without a single loss. The team had one "winning streak" of 147 games!

Basketball was not, and still not, considered as an official event at the Olympic games. However, the Grads attended four consecutive Olympic games: Paris, 1924; Amsterdam, 1928; Los Angeles, 1932; Berlin, 1936. The games which the Grads played were arranged as exhibition contests. Had basketball

been officially recognized, the Grads would have won considerable number of points for Canada.

For 25 years of play, the Grads maintained an amateur status in the truest sense. No player ever received money for her services, and at no time was the club ever sponsored by a private concern.

### Percy Page

Those are the statistics, convincing certainly, but perhaps a little colourless. Yet behind this record, and behind the team, was Mr. Page, who was responsible for the team's successes. Mr. Page came to Edmonton from Ontario in 1912 to introduce Commercial work in the high school. During the fall of 1914, two commercial classes were opened in the John A. McDougall School, under the direction of Mr. Page and Mr. E. E. Hyde. The question arose as to who should take charge of the girl's physical education classes and who should instruct the boys. At the time, there were more girls than boys in the school, so one teacher had to take on a heavier task than the other. As Mr. Page was married it was felt that he might cope more easily with

the ways of the fair sex, so he agreed to take the girls. "But for that decision, seemingly so unimportant at the time," Mr. Page states, "there might never have been any such team as the Grads."

Basketball was already a well-known sport in Edmonton at that time, and the Commercial team, playing home games out of doors for lack of gym facilities, entered the high school league. In this high school league they won their first championship. The following spring the team went on to win their first provincial title, and encouraged by their successes, decided to form the club which was to become so famous. About 1923 it dawned on the citizens of Edmonton that they had a team of championship calibre.

Financially, the team carried on through the years, on the basis of the "gates" received. As more championships, titles, cups, and honors were won by the Grads, as was only natural the home town came to take its team a little for granted. Attendance at games was sometimes disappointing. Thus, in a way, the Grads were victims of their own success. Occasionally, a particularly

### WORLD CHAMPIONS—THE GRADS OF 1939

Back row, left to right, Mabel Munton, Jean Williamson, J. Percy Page, Noel McDonald, Winnie Gallen; front row, left to right, Kay MacRitchie, Helen Northup, Etta Dann, Sophie Brown.

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strong team such as the Tulsa Stenos threatened to replace the Grads as World Champions. Then the Edmonton Arena would be packed with the most enthusiastic supporters any team could desire. Mr. Page feels that through the years the city did back the Grads magnificently. It was only when the arena was taken over by the Airforce, that the club disbanded. That was in 1940 and the Grads retired at a time, so rarely seen in the sporting world, when they were still at the top.

### How Was It Possible?

Many ask, how was it possible that such a standard could be maintained for so many years? Undoubtedly the secret lies with Mr. Page though he, himself, lays no claim to this. No one trained him in coaching methods, but he trained himself by watching every game he possibly could, and by reading every book on the subject he could lay his hands on. With the exception of two, every member of the Grads attended McDougall Commercial as a student. Thus, as a teacher, Mr. Page could watch potential Grads as they played on the school teams and on the Gradettes. Perhaps his success lay in the fact that, by the time a girl was invited to become a member of the Grads, he knew her mentality, personality, and playing ability well. Furthermore, these teams provided Mr. Page with a constant pool from which to draw replacements. The same playing system used throughout was a source of valuable continuity.

Mr. Page exerted a quiet but firm discipline over the girls. It was clearly understood that practices must be attended regularly and that during practices all players must work hard. On the other hand, Mr. Page never over-worked his girls. They practiced for an hour and a half twice a week only. Except under exceptional circumstances that was all. Time after time, in closely fought games, the stamina of the Grads would outlast

that of their opponents and help clinch a victory in the dying seconds of the game. Many girls played on the team for years, in fact the Grads used only 38 players from 1922 to 1940. Unlike many other coaches, Mr. Page ignored the intricate plays evolved by "specialists" but concentrated on the simple plans of attack and defence. He laid great stress on accuracy in both passing and shooting, intelligent playing, and team cooperativeness, and developed all of these to a high degree. Margaret MacBurney established a free-throw record in 1931 by scoring 61 consecutive tries.

### Good Sportsmanship

Perhaps, however, the most important factors which produced year after year a team of championship calibre, were the intangibles which Mr. Page instilled in the minds of the Grads. The late Dr. James A. Naismith, the inventor of the game, spoke of these when he stated in a letter to the team

... My admiration is not only for your remarkable record of games won (which of itself would make you stand out in the history of basketball) but also for your record of clean play, versatility in meeting teams at their own style, and more especially for your unbroken record of good sportsmanship. It is the combination of all these things that makes your record so wonderful. My admiration and respect go to you also because you have remained unspoiled by your success, and have retained the womanly graces notwithstanding your participation in a strenuous game ...

Referring to Mr. Page, Dr. Naismith said

... This message would not be complete without a reference to my good friend, Mr. Percy

*(Continued on page 36)*



# Education—Everybody's Business

Suggestions for Education Week, March 4-10, 1951

## ● The School Visit

Plan the visit to your school carefully. Your pupils can help prepare the invitations, the program, and the displays. They can be the reception committee. They can assist with serving refreshments. The emphasis should be on "things to do and see," rather than on speeches.

## ● The Church

Visit the clergy in your area. Invite the ministers to visit your school. Suggest a sermon devoted to Education for Sunday, March 4.

## ● Visual Aids

If you have filmstrips, posters, and other visual aids, put on a demonstration lesson for visitors.

## ● Store Displays

See your leading merchants. Ask them to give you window space during Education Week. Organize pupils into groups to work out informative window displays.

## ● Public Meetings

You might consider staging public meetings and inviting outside speakers to discuss educational matters. Town councillors, school trustees, the superintendent might be asked.

## ● Social Events

Plan a social gathering and invite parents and trustees. Make it YOUR party but enlist the aid of older pupils.

## ● A School Fair

A school fair, with booth-like arrangements and students in attendance to explain to parents the different kinds of school aids used in teaching today, might be tried.

## ● Service Clubs

Service clubs are willing to make "Education—Everybody's Business" the theme for their March meetings. You might help them by providing speakers or material for their programs.

## ● Radio Talks

Dramatization of a school event, a short talk, a panel discussion—these are several ways in which the radio can help you to publicize Education Week.

As state servants, surrounded by powerful, hostile forces, schools are poorly qualified as social reformers. They should aim rather to educate persons able to improve society.

# Can Schools Improve Society?

H. E. SMITH

Dean, Faculty of Education  
University of Alberta

THE school serves the state in many important ways. Its transmits, generation by generation, certain parts of the cultural heritage, keeps youth occupied in relatively wholesome exercises, and in part trains them to future citizenship. It teaches the principles of healthful living and temperate conduct. Universal and compulsory education certainly extends the boundaries of literacy. At the higher levels of education many useful skills are acquired and professional status reached. The school is a state institution to do its will; otherwise financial support would be withdrawn.

Our problem is to consider if the school can go beyond this to the actual improvement of society. Some educators have held so. Some have gone so far as to outline plans for reconstruction. In my opinion they are wrong, at least so long as the state and the school remain democratic. Totalitarian states have from time to time used the school to recast the social order. Liberal states have for the most part wisely refrained from the attempt.

## Has Society Advanced?

The test, you will say, is twofold. In what ways, if any, has society improved over the last few hundred years? And if improvement can be shown, have the schools contributed to it in any significant way?

Now improvement is a slippery word and means many things to many people. Perhaps it is measured in terms of material blessings, or in

the growth of personal freedom, or in a wider and deeper interest in cultural pursuits. Some would assess it in terms of purely humanistic values; others emphasize spiritual values alone.

In the production, distribution, and uses of material goods Western nations have in the past two centuries made giant strides. Personal freedom has become almost a natural right, certainly in theory and largely in practice. Literacy is well-nigh universal. Government departments of health and welfare attest to the public interest in these matters. But when it comes to cultural and spiritual improvement, one of necessity becomes a little restrained. The evidence is, to say the least, equivocal.

Discussion of our problem from this angle would be interminable. No two of us would agree upon what constitutes social improvement unless we agreed first upon an ultimate, the *summum bonum*, of human life. Philosophers and theologians have done their best. But as Meredith puts it:

Ah, what a dusty answer gets the soul

When hot for certainty in this our life.

I suggest we shall do well to abandon the first part of our question and ask rather if the constitution of the school is such as to permit it to function as an instrument for the improvement of society. The answer, I submit, is by and large, a categorical "No."

## Schools Traditionally Conservative

In the first place the school is an instrument of the state, or more accurately, an instrument of what Rousseau called the general will of the people. It teaches the necessary social skills, transmits those parts of the cultural heritage thought significant, and attempts to induce social attitudes deemed proper. Beyond this it cannot go, or can go only a little way or for a short time. Presently it receives the word of caution or the mandate of conformity. The school cannot teach communism, or race tolerance, or anything else much beyond public opinion. The initiative lies outside the sphere of the school, whether in a public consensus or in the minds of social leaders. The school may serve as an instrument of enlightenment or of indoctrination, but the message is not its own. Unlike the university or press or church it is not free. It cannot speak with one voice because there is no universal school, no universal teacher training institution, and no universal teachers' association except in the most nebulous form.

If you like theory, you will, of course demur. You will say the curriculum is select and refined, that it represents the best in a society. The teachers, you will say, are also select and refined. The net result ought therefore to be a continuous promotion of the good and a continuous suppression of the bad; in short, improvement.

Against this argument it may be contended that curriculum makers are not all Solons or Platos or Froebels. Each in his ignorance, or prejudice or enthusiasm has his own vision of the good life, and of this strange mixture education is made. Similarly, not all teachers are equipped as social reformers, and indeed few of them aspire to that role. To this add that the school traditionally has been conservative, frequently laggard, and has required

periodic awakenings to keep it even abreast of social change.

Then again the school's work is effective only if social institutions exist to reinforce and sustain its efforts. Rousseau, in attacking the society of his time, was in fact attacking its institutions—aristocracy, entrenched privilege, the economic system, and the like. Against their corruption he urged the purity of the natural man: a dubious argument but nonetheless effective. What he was sure about was that a bad society corrupts even the most innocent. We can be sure of that too. Unless our modern institutions are honest and just and wholesome the school labors in vain.

## Humanizing Children

To this constitutional limitation of the school as instrument of social reform, there must be added the limitation imposed by the raw material with which it works. I refer to the pupils. The original nature of man has for nearly two thousand years in Western tradition been accounted bad. St. Augustine, Calvin, and Luther preached the doctrine of total depravity, the "conceived in iniquity, born in sin" sort of thing. In himself man was abject, the victim of his natural lusts, helpless and hopeless. Through grace alone could salvation be found. Rousseau and Froebel thought otherwise, and their disciples have gone on from there to affirm the essential purity and goodness of the newborn child. Freud injected something of a sour note into this chorus of praise, but the dissonance has not been much noticed.

Actually it appears that the child is born with egoistic impulses ready for action. But society at once takes him in hand and by blows or caresses, by force or cajolery or example, as the case may be, induces a measure of altruism. The institutions of home, neighborhood, church, and school give him comfort and security

in return for conformity. Some would say his egoism merely softens and learns to find socially acceptable expression. Be that as it may, there emerge the finest flowers of character as Socrates, Paul, Spinoza, and innumerable others, down to the most unhuman specimens as Judas, Nero, or Hitler. Social cohesion inclines most individuals to a degree of altruism, but, paraphrasing a sentence from the late Professor Elton Mayo of Harvard, "they relapse upon self-interest when social association fails them."

In short, the energies of the school are absorbed largely in transforming non-human organisms into human beings. Its concern is to individualize and to socialize. As instruments it uses the elements of the curriculum. By grade nine its product is barely ready to make its way in society. Grade twelve is better. Then at commencement exercises it is announced that education has only begun. Some years of further education will be required to insure the possession of truly human attributes. With its resources so expended, and expended year by year with no hope of better raw material, how can the school hope to improve society? Even now it calls to parent-teacher associations, to citizens' committees, and the like for help in its never-ending task.

To these internal limitations of the school we must add external forces antipathetic to its highest purposes. Nationalism, commercialism in various forms, and even intellectualism as embodied in science run counter to the professed aims of education. This is especially true of the modern world. The school supports the ideals of universal peace, Christian brotherhood, cooperation, simple living, and high thinking. From these it is a far cry to the actualities of commerce, nationalism, and much of applied science. So patent are the facts that a simple illustration or two will suffice.

## Enemies of Education

In commerce the acknowledged motive is obviously profit, and its slogans are rugged individualism, competition, *caveat emptor*, and business survival. Of late years it is moving away from free competition to monopolies, cartels, price fixing, and lobbying. Its advertising appeals to fear or sex or personal and family rivalry. Such practices the schools may condone but seldom praise.

The free press, once the bulwark of a people's freedom, disseminator of news and considered opinion, has become big business competing for readers. Where competition is keen, the only holds barred are those of government proscription. Motives to which appeal is made are the very ones the school aims to refine or transmute. Legislators are game for exposure and insult; movie stars for exposure of another sort and adulation. Fortunately, these strictures apply *in toto* only to relatively few publications, but unfortunately those very publications are the most popular. It may be the schools are failing to inculcate refinement and good taste, but whatever the case they labor against heavy odds.

Science offends chiefly in its glamor. It dominates our lives to the prejudice of the fine arts. It makes us recipients rather than than creators. Mathematics and science replace much of the school time once spent on language, literature, and the arts. For the majority of pupils science and mathematics open up few fields of permanent interest. In a way they may be humanizing, but not as literature and the languages are.

## What Is School's Role?

In summary, what I am contending is that the school is badly cast in the role of social reformer. In the first instance it is itself an agent or instru-

*(Continued on page 13)*

# Ed. Student Rhodes Scholar for 1951

The John Walker Barnett scholarship winner in 1947, Peter M. Roberts of Lethbridge, Alberta, was chosen as the Rhodes scholar of 1951 for Alberta. He was selected from five other candidates by the Rhodes scholarship selection committee for the province.

The scholarship entitles Mr. Roberts to two years' study at Oxford, England.

Mr. Roberts received his early schooling in Lethbridge, his bachelor of education degree from the University of Alberta in 1948, and will graduate in the spring with a master of arts degree in English.

He has won numerous scholarships during his high school and university studies. In grade XII he was awarded a matriculation scholarship entitling him to three years' tuition at the university here. As well as the John Walker Barnett scholarship which he won in his second year at the Faculty of Education, he won the English writing prize and the French government book prize. Last year he won the \$250 Frederick Stapells scholarship for graduate study in the humanities.

This year, he is doubling as an instructor in English composition at



PETER M. ROBERTS

the university. He is the editor of *Stet*, the campus quarterly magazine, and was president of the students' union at St. Stephen's College for one year.

Mr. Roberts plans to study at Oxford in the field of English language and literature in preparation for teaching on his return to Canada.

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## Can Schools Improve Society?

*(Continued from page 12)*

ment of the state. Its effectiveness is largely determined by the support it receives from other social institutions. Its energies are largely exhausted in bringing children from a state of nature to the stature of persons. And finally it meets at every turn social forces dehumanizing in their effect.

The school should aim, I suggest, at something different. Its proper

role is to produce personality in the sense upon which most of us would agree. The first ingredient is possession of the basic elements of our culture. The second is a vision of the generous, wholesome, and humane way of life and a disposition to attain to it. If the school can do something of this sort, society may safely be left to improve or reform itself.

# Writing Maketh an Exact Man

D. M. SULLIVAN

Registrar, Department of Education  
Edmonton, Alberta

**T**EACHERS of high school English may be startled and possibly shocked to find that 24 percent of the English 3 candidates last June made a score of absolute zero in paragraph-writing. Notwithstanding the fact that the original paragraph had a value of 40 marks, and was placed near the beginning of the paper, six percent of the candidates did not even attempt to write the paragraph, and of those who made the attempt eighteen percent received zero for their efforts. These figures are based on a study of 500 papers selected by the writer as a representative sample of the 4,000 papers in English Language written in the Province. One hundred of these sample papers were by Calgary students, one hundred by Edmonton students, and three hundred by students from towns, hamlets and rural centres. All the papers in English, including these 500, were marked last July by the 28 sub-examiners appointed by the Department of Education. Every sub-examiner was a high school teacher actively engaged in teaching English 3 in some classroom in the Province and hardly likely to be prejudiced against his

own students. The distribution of marks on the 500 papers which form the basis for this study is shown on the table below.

What are the reasons for this palpable weakness in paragraph writing? A study of the written work in these papers indicates that students do not clearly understand the structure and purpose of the paragraph. Many candidates wrote not a paragraph but a brief essay undivided into paragraphs. A great many students submitted material utterly at variance with the topic they chose. A few wrote paragraphs which were longer than their own essays at the end of the question paper. But the outstanding cause of the very low scores were carelessness, complacency, and sheer disinclination to revise.

## Socrates Dissatisfied

Unlike Socrates, high school students seem satisfied with their first attempts. No foolscap sheets or scratch pads were provided, but there was a booklet with plenty of space clearly labelled "For rough work." Twenty-two percent of the candidates did not use any of this

**TABLE A**  
Students' Marks on Paragraph Writing (Maximum 40)

Mark	No. of Candidates Who Made This Mark	Percentage of the Maximum Mark	Percentage of Candidates Making This Mark
35 to 40	None	87 to 100	0
30	8	75	1.6
25	20	62.5	4.0
20	37	50.0	7.4
15	75	37.5	15.0
10	90	25.0	18.0
5	152	12.5	30.4
zero	118	0	23.6



space provided for rough work, nor did they make even the slightest change in their written work. Fifty-three percent of the candidates used half or less than half of the space provided for revision. The moral is clear and unmistakable. Without constant practice and unremitting revision of one's work no person can hope to become an effective writer. The seeds of success are lying dormant in our high school students, but these seeds will never sprout unless they are watered by a steady stream of self-criticism, nor will they grow unless nourished to fruition by the kindly advice and encouragement of a well-informed teacher.

Here is a paragraph written by a student who, given the will to look for, and correct, her shortcomings in style, could be taught to produce competent and even distinguished writing:

Never having slaved over a tub of dirty clothes, or ironed with those heavy sad irons, how could I say there was no equipment there? But our gas or electric washers and ironers are more in keeping with our fast-moving times. We have become so accustomed to taking our world for granted that we pay little attention to the work and knowledge used to make our every appliance or utensil an improvement on the old.

Some students are unnecessarily verbose. The following paragraph has distinct possibilities, provided that it be shorn of useless verbiage and re-designed and made more unified in keeping with the topic sentence:

Towards the end of the play the strain

becomes too much for Lady Macbeth. She is weary and sick at heart. Even then she can seek no consolation in Macbeth for fear of unnerving him. Her sleep-walking scene reveals much of her character when it shows her mental state. This is the most pitiful scene of all. How can she retrace her steps and erase the guilt from her mind? Whether or not these torments drove her mad or whether they motivated her cold-blooded suicide, they show clearly that Lady Macbeth was not the cold calculating murderess that Shakespeare would have us believe in the beginning of the play.

### Life is Serious at Eighteen

Teen-agers are not as shallow-minded and irresponsible as they are painted by some of the cartoonists. One looks in vain among these 500 papers for examples of humor, though instances of unconscious humor are legion. Strangely, high school students seldom use quotations or if they do the line or phrase is, as a rule, misquoted. Very few biblical references are cited and those used are almost invariably distorted.

Here are some sentences written by a girl who expresses her views with deep conviction and intensity of feeling:

As I walk through the doors of childhood for the last time, a quotation sticks in my mind. It is a quotation from the Bible, "And they shall beat their swords into ploughshares and their knives into pruning forks(sic) and nation shall not make war upon nation." Does that saying not contain the role in life for each and everyone of us? Our future, yours and mine, is now in our own hands, but we must remember that on our decisions will rest the future of our children and grandchildren. Will another war solve our problems or will it only succeed in destroying mankind? Is it not possible for all mankind to live together in peace and harmony? Can we not unite hands and form an eternal chain to defeat



### ABOUT THE AUTHOR

D.M. Sullivan, at present registrar of the Department of Education, has been high school inspector in Alberta, superintendent of schools, principal of a high school at Medicine Hat, and is regarded as one of the outstanding authorities on the teaching of English in the province of Alberta.

Mr. Sullivan's first article on Grade XII English examinations, "Let's Talk English," appeared in our January issue.

the common enemies, famine, disease, and the elements, rather than using our best materials to defeat each other?

### Prancing Metaphors

Of all the figures of speech the most popular is the metaphor; grade twelve students thoroughly understand the metaphor and apply it with success. The following is typical:

As future citizens of the world we hold the keys to wonderful improvements. We hold the light to brighten up dark and unexplored corners and depths of the earth. Our light is like a torch that has been handed down from generation to generation. We must guard the flame so that we, too, may pass it on to future generations. In John McRae's immortal poem "In Flanders' Fields" he says, "To you from failing hands we throw the torch." Hold it high.

Another student of practical turn, with a hint of sly humor says:

Most of us are like nuts and bolts that hold the conglomeration of wheels and gears together. But some of us are the wheels and gears. So many of us, being just a bolt or nut, are very insignificant; however, it is not too difficult to become a wheel or gear, and there is a great opportunity in Alberta to rise from nothing to something.

### Demonstrating Delightful Devices

An occasional student applies the device, known to every cub reporter, of catching the reader's attention and interest by a good opening sentence. Here are two widely different opening sentences written by two students who will undoubtedly be heard from fairly soon, in the world of letters. The first begins thus:

Ah! woman!—sweet! frail! and poetical! But William Shakespeare didn't think so. He who was probably the greatest observer of human behavior seemed to find that men do not always possess all the practical characteristics and women the impractical.

The second student indulges in a pretty bit of onomatopoeia, and fulfills the promise of her opening sentence by writing a consistently good essay throughout. Here is her first sentence:

The jingling of harness, the clop-clop of horses' hooves, the burr and creak of buggy wheels over a bumpy street—all these were familiar sounds fifty years ago today.

One mark of a good writer is the ability to choose exact and vivid descriptive words. The writer of the two paragraphs below achieves a fine effect through his use of well-chosen adjectives and adverbs:

About a month ago I travelled by CPA in my first flight over the Rockies. As I looked down upon the endless succession of mountain peaks, the eternal hills of God, I thought of how little I really knew about

Canada. How infinitesimal the rivers, roads, trains, and cars looked as they wound their tortuous way to their final destinations! My memory went back to life in Manitoba as described by my grandparents when they lived there fifty years ago.

The trip I had just taken in two hours would have taken my grandfather months, even with his spanking team of matched golden-chestnut mares and the rubber-tired buggy. When I turn on the ever-vocal radio, or take in the morning mail at the front door, I think of the five-mile trips that were a weekly event fifty years ago to get the world news or the eagerly-awaited magazines and papers.

### A Brilliant Essay

It is a pleasure to print in full an essay which received a mark of 72 out of a possible 75. Had I personally marked this essay I should have given it 75 for material, style and effectiveness, because it represents the highest standard of writing that can reasonably be expected from a grade twelve student:

The everyday man-in-the-street who speaks glibly of having read Shakespeare (a condensed version of course), and who knows enough to connect "The Merchant of Venice" with a "pound of flesh," cannot deny that at some time he has taken delight in associating correctly, "to be or not to be"—with Hamlet. The man who goes a step farther, and for the pure enjoyment of it chooses some passage of Shakespeare to memorize, usually selects a soliloquy. Since the day when Shakespeare first presented his words upon the stage, there has been a special appeal in the soliloquy.

The question, then, arises, "Why should the man, woman or child who understands and enjoys the antics of Mickey Mouse be powerfully attracted to Shakespeare by this, the most unusual form of his expression? Perhaps the question is answered, partially at least, by the fact that many are intrigued by the strange spectacle of a man stepping aside from his fellows to enumerate their vices—in a loud voice and within plain view of his enemy, yet by the imagination of the "groundlings" unheard by the other actors.

Again, many find appeal in the fact that in these asides the bard soared to his greatest creative heights. Here are words—musical, wonderful words—pouring forth in a pleasing abundance. The soliloquy is as a crescendo, adding life and interest to the play as it speeds to its climax.

To the thinking man, however, the asides provide an opportunity for the actor, unimpeded by the requirements of conversation, to speak the innermost thoughts of his mind. Hamlet, by his soliloquies, proved himself to be sane and of good judgment. Macbeth bared to the audience the torment of his soul, pouring forth ambitions and desires scarcely known by even his wife. In social converse men were mere shadows of themselves, but in their asides they revealed every vice, virtue, desire, and hate that they had harbored in their hearts.

It is in the mind that love, hate, desire, repugnance, ambition, fidelity, and treachery meet. It is in the thoughts of men's minds that other men find most appeal to their own minds. It is in the soliloquy that Shakespeare most forcefully, most beautifully, most movingly bares these thoughts to those who are willing to read them.

Medicine Hat Local has broadcast a series of programs over their local radio station. Read what Gerald S. Grant, chairman of the publicity committee, says about their campaign.

## Public Relations

GERALD S. GRANT  
Medicine Hat Local

**PURPOSES.** (1) To arouse public interest in Education, (2) To gain the support of the public so that progress may be made in Education, including new schools, better qualified teachers, and better salaries. **Methods.** This is the third year that we have run a series of programs over the local Radio Station CHAT.

*Our first year*—A series of 16 broadcasts of 15 minutes each. These were round table discussions and scripts were prepared by teachers who took part. Ethel Cobb acted as chairman of each broadcast. The topics were: (1) Objectives of Education, (2) The Child in Division I, (3) The Child in Division II, (4) The Child in Division III, (5) The Senior High School, (6) The Alberta Teachers' Association, (7) Report Cards, (8) Home and School Associations, (9) PT in Our Schools, (10) Extra-curricular Activities, (11) Guidance, (12) Music, (13) School Finance, (14) Audio-visual Aids, (15) Measurement of Work Done at School.

This whole series was called *Our Children at School*.

*Our second year*—The 16 broadcasts were of six minutes each. The series was again called *Our Children at School*.

A roving reporter theoretically visited schools and then reported on what he had seen. These reports were again written and read each night by Fred Millican (the roving reporter). School hockey and basketball scores were also given.

*Our third year (1950-51)*—It was felt that scripts were good but lacked life. It was also felt that there

was too much teacher participation and that an effort should be made to secure the cooperation of the public.

With this in view we decided to have panel discussions and invited interested people to take part. There will be a series of 16 broadcasts, 15 minutes in length. The series is called *What is Your Opinion?*

To date, the following topics have been discussed:

(1) "How do Medicine Hat Schools Rate?" (based on the article in *Life Magazine*). We did three broadcasts on this (two teachers, two school board members, one home and school representative).

(2) "Remember When"—old times in teaching reviewed (four teachers).

(3) "The Business Man Looks at the School Graduate"—(a banker, a druggist, a CP telegraph manager).

(4) "Responsibilities of the Home"—(one school board member (lady), one home and school representative, one mother).

**Conclusions.** It is felt that points may not be driven home so well in these non-scripted broadcasts but that they are more vital. More interest has been aroused.

We have received excellent cooperation from our local station, CHAT. We set aside a small sum for advance publicity, both over radio and through newspapers.

We have sent out two questionnaires and have received an excellent response.

We feel that the results are gratifying and that some of our objectives are being met.

# The Foundation Fields In Teacher Education

BRIGHAM Y. CARD

Assistant Professor of Education  
University of Alberta

**M**Y TOPIC tonight is "The Foundation Fields in Teacher Education." In the discussion which follows my purpose is to answer briefly two questions:

- (1) What are the foundation fields of education?
- (2) Why are they important in the training of teachers?

## A Comparison

To answer these questions let us begin by comparing the foundations of education to the foundations of a house. We observe first that the foundations of a house are partially buried in the earth where they attract little attention. Ordinarily it is the design or the decoration of the visible part of the house which we admire or criticize.

The foundations of education are somewhat similar. Many of us admire or criticize the outward, visible parts of our educational system, and occasionally suggest some remodeling. Most of our attention is focused on the courses of study, the discipline in the school, the adequacy of the school buildings, the supply of teachers, or the heavy burden of taxation which makes public education possible. There are many times, however, when the less visible foundations of our educational structure also need examination and study. During conditions of rapid social change, such as in depressions or during wars, when our traditional values and points of view are challenged, we are forced to inspect our educational foundations to locate possible weaknesses and plan to strengthen them if we contemplate

re-designing or remodelling our school system.

## Current Interest in the Foundations

Much attention has been given in current writing to the condition of education. The recent October sixteenth issue of *Life Magazine* was devoted exclusively to the status of education in the United States. While the foundations of education do not attract the same degree of publicity as the more spectacular part of education they too are under critical review. Last year a committee of top-ranking educators from the American National Society of College Teachers of Education made an extensive analysis of educational foundations. Their report, *The Emerging Tasks of the Foundations of Education*, has just been published. Last year the Alberta Department of Education published what is perhaps the best review of the foundations of education ever to be made in Canada. This was called *Foundations of Education*. It is available to laymen and teachers as Bulletin I of Alberta's Program of Studies for the Elementary and Secondary Schools.

(Editor's Note: As far as is known, it is the **only** one published to date.)

## Foundation Materials

Let us return again to our comparison. In constructing a house, the careful builder uses only first class materials in his foundations. He chooses a good grade of sand and gravel, and a reliable brand of cement. He makes sure these materials are well mixed and in the

proper proportions, and that his plans call for enough concrete to make strong walls.

In building the foundations of education similar care must be exercised in the choice of materials and in putting them together in the best proportions. There must also be ample foundation material used to support the structure that is being built. However, instead of using sand and gravel and cement, the educator uses facts and ideas for his foundation materials. He gets these materials from what are known as the foundation fields of education.

### **The Past**

The first foundation field of education is the historical. From the vast supply of facts in the past experience of mankind, the historian, and particularly the educational historian, search out and organize the facts pertaining to education. They look for the various ways in which schools have been financed, for the ways schools have been adapted to fit the demands of a pioneer, agricultural, or industrial society. They describe former courses of study and the methods of training teachers. They also report on how schools have been used as the instruments of various political or other groups, how they have contributed to self-government, or been the tools of dictators. Many of the facts of today's foundations of education come from the history of education. There are many more facts from the past of education, particularly of education in Alberta and Canada, which need to be searched out and organized in a useable form. There is no dearth of material, only of educational historians.

### **Study of the Individual**

The second foundation field of education is the psychological. Of all our foundation fields this one is per-

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This is a radio talk prepared by Brigham Y. Card, assistant professor of education, University of Alberta, and was transcribed for broadcast over Radio Station CKUA during the Faculty of Education series.

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haps the best developed. About fifty years ago a number of psychologists, who were studying how men learn, joined forces with a number of educators who were studying how best to teach. The combined field of study was given the name of educational psychology. The facts contributed by the educational psychologists have been extensively used in our modern foundations of education. From our knowledge of the number of slow, average, or gifted children in the school population, procedures have been adopted in our educational system designed to meet the needs of these pupils who will learn at different rates. On the basis of the fact that a person learns more than subject matter at school, we seek an educational system that aids in the development of the total personality of the student. These are but two of the numerous facts from educational psychology that have found a place in our educational foundations.

### **Contemporary Society**

The third foundation field of education is the sociological. About sixty years ago some careful observers and intrepid thinkers advanced the notion that the complex called society could be studied and analyzed in a scientific way. About the same time, educators in the United States were running into some social problems they had never before experienced. There was no more free land for settlers. Cities were growing by leaps and bounds. Industry rather than agriculture was becoming the basic source of revenue. The best remaining way for young people to rise in the world was through more school-



ing. High schools had to be organized to absorb these youths, and an appropriate course of study chosen for them. The educators turned to the sociologists for help in understanding the social changes that were occurring. A number of sociologists began to turn their attention to the problems of the schools. By the end of World War I the educators and sociologists concerned combined their efforts to establish educational sociology. Since that time, social problems have increased rather than diminished. During the thirties we experienced a disastrous depression. Hardly was that over than we engaged in World War II, and our society is still reeling from that encounter. No matter how idealistic one might wish education to be, the foundations of education must include the facts which educational sociology supplies. We must know the increase or decrease in the population in various parts of the country, the kinds of occupations our school graduates will be entering, the ability of different people to pay for education, and how technical inventions, from the combine harvester to the atomic bomb are moulding our patterns of thought and action. The educator today is very conscious of the sociological facts.

### **Straight Thinking**

The fourth foundation field of education is the philosophical. This foundation field differs from the other three in that it supplies ideas rather than facts. The educational philosopher, who supplies these ideas, is an expert thinker. His task is to examine critically the facts of history, psychology and sociology. When he has the best possible combination of these facts, he may add more facts from other fields of knowledge, such as biology, political science or economics. To these he adds time-tested and selected ideas

from religion, from art and from the thinking of others. He may even add some ideas of his own. The mixture he produces of ideas and facts is called educational philosophy. The facts that he uses may be compared to the sand and gravel used in constructing the foundations of a house. The ideas he uses are similar to cement. They bind facts together into some kind of shape, and where the facts have gaps or spaces between them, the ideas, or intellectual cement, are used for filler. While the facts derived from the educational historian, psychologist, and sociologist are extremely important and greatly strengthen the foundations of education, the ideas supplied by the educational philosopher are not only important, but indispensable. Take for example, two ideas which the educational philosopher finds prevalent in our society: the first idea—every individual has a unique worth; the second idea—the worth of an individual is best realized when he has a reasonable opportunity to develop his native abilities. These ideas are older than, and independent of, educational history, psychology, or sociology. We call these two ideas values, for they summarize some of our best thinking and noblest feeling. When these two values are added to facts from the other foundation fields, we end up with a solid foundation for our educational system which gives every child in the Province eight to twelve years of the best schooling we have been able to devise. Furthermore, this schooling is given during the years of an individual's life when he learns the most rapidly. So deeply rooted are these two values in our educational foundations that we provide schooling free of charge to the child, and enact laws compelling him to attend, almost as a matter of course. Some indication of the type of cement the philosophy of educa-



tion provides can be seen from this illustration.

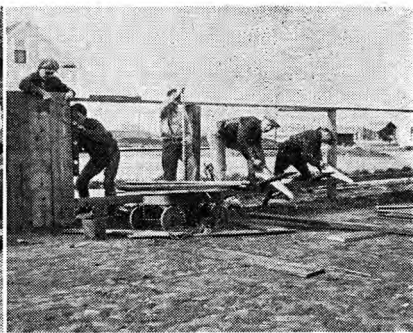
### Foundations and the Profession

Let us now leave the foundation fields themselves and turn to the second question raised for discussion: "Why are these foundation fields important in teacher education?" There are this year one thousand and sixty-five students being trained as teachers in the Faculty of Education in Edmonton and Calgary. While this may seem like quite a number, it is doubtful that there will be enough to meet the staff requirements of our schools and educational system. These people have a future in the profession of teaching. Some among them will eventually become our school principals, our school superintendents, our departmental officials, or our professors of education. That those who move into positions of responsibility and leadership in education need a thorough grounding in foundations is scarcely open to question.

However, the majority of today's teachers-in-training will be doing the fundamental work of classroom teaching. They will be daily meeting with our boys and girls to provide the leadership in learning that the rising generation needs to take its place in society. Just what advantage is it to the teacher to have a sound knowledge of the foundations of education? The answer to this question is suggested by asking another. Do we want to train teachers to be educational technicians, or do we want to train them to be participating members of a great profession? No one denies the usefulness or importance of the technician. He knows *how* to do his work. The professional person, however, not only knows *how* to accomplish a task, but he knows *why* he does things the way he does. The level of understanding and insight a professional

person can bring to a task, such as directing the growth and learning of forty children, makes his services all the more valuable. An adequate background in the foundation fields of education prepares the teacher for truly professional service. With a background of educational history the teacher has a basis for comparing his present work and accomplishments with those of the past. With a background in educational psychology he understands the patterns of growth of children and how to adapt his teaching to the needs and abilities of each member of his class. Fortunately, our present-day teachers receive a thorough training in this foundation field, even when the other fields have not been studied. With a background of educational sociology the teacher is at home in his community, wherever that community may be. He understands the basic processes of our complex modern society, and can assist his pupils to interpret a confusing world. He also understands and intelligently participates in the really big jobs the schools are trying to do in our society. For him the classroom is no sweatshop. In a period of time when a teacher has to think his way through a maze of competing philosophies, such as Communism, Fascism, or Individualism, the teacher today needs to know something of ideas and patterns of thought. He also needs to know the basic ideas and values in the democratic society of which he is a member. His background in educational philosophy should provide him with these and other insights which are invaluable in the task of developing the ideas of pupils in his classroom. These are but a few examples of how the modern teacher is helped in his personal life and professional accomplishment by adequate training in the foundation fields of education.

*(Continued on page 36)*



Left, a field work-party ready for action after an organization period. Each member is responsible for some phase of the activity, and the group as a whole understand what particular principle of mathematics is to be applied. Right, students in the process of constructing the community skating rink. Note the variety of mathematics principles in the process of application.

## Mathematics Teaching on the March

JOHN C. CHARYK  
Principal, Chinook School

### PART V

#### Activated Learning Outside of the Classroom

**T**HE use of models in mathematics classes poses a unique problem for the teacher as the mechanical aid must be so displayed as to bring the maximum amount of benefit to each and every child. Ordinarily there are too many fingers and thumbs of the teacher confusing the issue or obstructing the student's pathway of vision. Then, too, the teacher forgets that the students obtain a variant view of the model depending upon their location in the classroom. You have probably heard the story of the mother who angrily upbraided the son, Philip, for pulling the cat's tail. Philip's line of defence was to tell his mother that he was only holding the cat's tail, it was really the cat that was doing the pulling. The point of view of the student in respect to an object will certainly

govern the impressions that he will receive from it.

One suitable scheme for effectively displaying models for purposes of instruction is to place them on a podium expressly built for the purpose, and to use a pointer with a neon-light tip to direct the student's vision of attention to the required portion of the object under consideration.

Field work in mathematics is a valuable adjunct of the teaching process for if mathematics is to be meaningful and interesting greater care must be taken to assure understandings that function in daily life. The teacher should survey the potential resources of any particular community and study how it could be possible to supplement three or four major topics of the year by means of the application of these resources. The first exercises utilized would be the ones associated with simple measurements as, laying out

a softball diamond or tennis court, marking the ice surface for a hockey match, or preparing the various areas for a track meet. A second group of field exercises might deal with inaccessible distances, as finding the width of a river, calculating the height of a grain elevator, hill or even a mountain. Advanced field projects might include levelling the ground for a skating rink, simple problems in navigation, finding the areas of odd-shaped parcels of land, or landscaping the grounds about the school or home by including a galaxy of parallel lines, quadrilaterals, triangles, circles or ellipses in the plans.

It is not intended to slight the field work for the primary or elementary grades for their activities could very well include such enterprises as finding the lengths of sidewalks or fences, determining given

fractions of desired distances, locating examples of typical geometric figures, compiling areas or volumes of common objects, while grade ones could even count the number of trees, fenceposts, or boards within a restricted area. Ample opportunities for beneficial field work are available for every grade, all that is necessary is a little planning and foresight on the part of the teacher.

It is a waste of time for a class to be taken beyond the precincts of the classroom without detailing individual responsibilities, without indicating a clear-cut understanding of what the class is to do or to discover, and without a discussion of the findings at the termination of the field work. The teacher must check the conclusions the students are forming to make certain that the proper educational objectives are being attained. At first, the

Lower left, textbook problems come alive when there is a chance to try them out in an experimental corner of a schoolyard that has been converted into a typical terrain of hills, lakes, forest, and rivers. Lower right, the field party on location, determining the gradient of a road. Right, a snow graph is made to portray the meaning of the term "the function of  $x$  approaching infinity."



field exercises would be performed under direct supervision, next by following printed directions, later by using the reference materials contained in the textbooks, and eventually a mere suggestion from the teacher should suffice.

A modified form of field work may be sponsored by the teacher if a small portion of the school grounds is made-up into a typical terrain of mountains, hills, rivers, ditches, trees, lakes, or any other geographical features required to reproduce nature in the miniature. In the winter-time the class could resort to the traditional sandtable and accomplish their field exercises within the classroom. It is within the bounds of these experimental plots that the students are able to bring to life the printed problems of their textbooks.

The school must perform a special service in promoting the common welfare of the community of which it is a part. It is impertinence to believe that a school can operate efficiently without becoming acquainted with the local community and the people within that community. There should be such an intimate relationship between the activities of the school and the everyday life of the community that even the educational program should be adapted or modified to touch the community at every point. The mathematics teacher can make worthwhile contributions in this respect by organizing the mathematics classes into a community service bureau. The students can measure and eventually calculate the area of an odd-shaped field that might have puzzled some farmer due to its mathematical complexity. The service could be extended to sports' groups who may wish their playing fields marked out, whether it is a tennis court or a baseball diamond; to civic authorities who may desire some simple work in surveying or calculating; and to the ordinary

householder or business man who may be confronted with a problem in mathematics. These practical field exercises are many and varied, but each one involves profitable mathematical experiences for the students, as well as making a worthwhile contribution to the community. In a like manner, the students should be familiar, at their level, with the various applications of mathematics within the community, whether it involves the plow design, the gear-ratio in an engine, or the stretching of the income dollar. Alert teachers will be able to discover many other ways of introducing the type of mathematics that functions in daily living.

A new fall of snow on the school grounds may be more than a sign of the coming of winter, for teachers of mathematics may use this snow-blackboard as a novel medium through which to present mathematics. The students acting as personalized points are able to tramp out in the snow, in full size, a variety of figures or relationships. It is no longer necessary to talk about the rod, the square yard, or the approach to infinity as if they were nonentities for they can come to life on the snow-covered ground. The children in the primary grades like to play fox-and-geese, so why not permit them to tramp out the simpler number combinations on the snow? Results have shown that the tracing of large figures in the snow by these little people has a tendency to improve their ability in forming these numbers in their exercise books. The areas of squares, rectangles, parallelograms, trapezoids or triangles would probably take on a new significance if they were traced in the snow in seemingly workable dimensions in place of the miniature figures found in the workbooks. Using this idea on an extended scale in the

*(Continued on page 30)*

# Communists as Teachers

JOHN K. NORTON

**C**OMMUNISM is more than a political party. It is a movement which would take over and regulate, according to a despotic ideology, every phase of a citizen's life.

It has done that very thing where it has been able to seize power.

It tells you what you can think—you follow the party line.

It regulates your economic life.

Freedom of religion and conscience go out the window, when Communism comes in.

It takes over art in all its forms—the drama, music, painting, literature.

It rigidly controls all forms of communication—the press, the radio, motion pictures.

And it looks upon the school and education as an especially choice means of achieving its evil ends.

It has as its first and indispensable objective—the seizure of power by a small group—called the dictatorship of the proletariat.

It has never come into power in any country by a clear vote or mandate of the people, but always by violence, assassination, conspiracy, double dealing and the like.

In fact, any means, no matter how

it outrages human personality, is moral under the Communist code—anything goes if it appears to advance the time when the dictatorship comes into power.

And it assigns a special role to the teacher who joins this movement—it is his duty to destroy the loyalty of the child and youth and to indoctrinate him with Communist ideology.

The teacher is expected to do this insofar as he can without taking too many chances of getting caught.

The teacher should do this regardless of the subject he teaches—all the way from art to zoology.

This international conspiracy—Communism—has more than 400,000,000 people under its iron heel today.

These statements are not hearsay, supposition, conjecture.

They are stated over and over again in official Communist documents and these things have been acted out wherever and whenever Communism comes into power.

Even the slightest deviation—as they call it—places one outside the pale. Witness Tito in Yugoslavia.

This is the movement which a member of the party supports and to which he regularly pays dues.

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—Reprinted from The American School Board Journal.

## Our Advertisers

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# Are You Plus or Minus In Public Relations?

DEREK V. MORRIS  
Calgary City Local

**I**F you are a teacher in Alberta, then you are the best public relations officer Alberta teachers have! Your colleagues at the ATA workshop at Banff last summer made each other fully aware of this fact.

The weatherman gave these "workers" at Banff plenty of sunshine during the session, but in mid-week he draped the clouds heavily over the mountain tops and Tom Shandro's group, battling with the topics of "Public Relations" and "Educational Publicity," were harshly reminded of the cloud of public opinion that darkly mantles our profession today. This cloud has to be lifted to permit the sunshine of public interest, approval, and support to bathe our educational and professional endeavours with the warm, clear light of success. And you are the one to lift the cloud!

The future of teachers and teaching in Alberta hangs on the slender thread of public goodwill. The teachers and the public must hang together or the teachers may hang separately! Or, as Professor Strother parodied in the language of the Atomic Age, "Cooperate . . . or disintegrate!"

Public relations means striving for this goodwill, stimulating and arousing the public's interest in education, and seeking to gain the sympathy and support of the public for educational and teachers' professional endeavours. It aims at inviting John Citizen to the ground floor of the House of Education, where he can see the solid oak foundations, the strong steel arches, the gay drapes, the glistening glassware

. . . and the cracks in the plaster.

Attainment of good relations with the public depends upon how well **you** impress the public. From the long-term viewpoint, the main medium for placing yourself and your profession in the public eye is your student, for he and his fellows are the public of the future. Fred Seymour, our president, remarked, "The pupil-teacher relationship determines in large measure our future relations with the public, if this relationship be good then the long-term angle of public relations is partially solved." From the short-term viewpoint of immediate requirements, however, relying only upon the student is like winking in the dark—and a wink in the dark is a wasted wink—the wink may be good, but it needs a light to show it. You can provide this light.

The public and the teacher must become acquainted, and you, as a teacher, have to seek the introduction. Apart from your being a teacher, you are a member of society, and if you can benefit your society in ways other than teaching, you will be accomplishing two purposes: that of fulfilling a fundamental responsibility of giving to society as well as accepting from it, and that of raising your own prestige among the members of the public with whom you come into contact during your work. This is part of public relations, it is the introduction you seek.

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Derek Morris is secretary of the Calgary City Local and was their representative at the Banff Writers' Course last August.

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Now, too, you have prepared the field of public interest for the sowing of the seeds of educational publicity. As Tom Shandro, the consultant in this phase of Workshop activities, stated, "Educational publicity will be acceptable only after good public relations have been established."

Why is educational publicity necessary? In one of the discussion groups Marian Gimby remarked, "We seem to be adopting, more and more, the philosophy of the business world in our professional dealings." Most successful businesses find it pays to advertise.

Some members of the group felt, however, that teachers are not business people and that it is not right for them to adopt business practices. This implies that it is not right for teachers to advertise. Yet the general feeling at the Workshop seemed to be that teachers have adopted, and must continue to adopt certain features of business practices, modified to suit their requirements, and that advertising through educational publicity is a necessity to the welfare of the profession.

The ATA must be presented to the public through the medium of publicity. Such publicity, if carefully handled will tend to clear some common misconceptions the public has of the organization, its objectives, and the part it plays in the professional life of each member-teacher.

Objectives of an educational publicity campaign include such items as: arousing and maintaining public interest in education, raising the prestige of the individual teacher and of the teachers' organizations, improving the calibre of Alberta teachers by raising the educational standard necessary for entrance into the

Faculty of Education and bettering the economic, and hence social status of teachers by providing more attractive collective agreements.

Here is your task. You, through your local must accept responsibility for the setting up of a local committee to study and to put into practice a program aimed at attaining good relations with the people in your locality. You must establish a policy of educational publicity correlated with this program.

There are many media available through which you may work: your home and school organization, the local press and radio, your board of trustees, the business public of your district, service clubs, chambers of commerce, demonstrations of the work of your students, local groups and organizations . . . the list is almost inexhaustible.

Consider the possibility of creating the position of public relations officer in your own district, a teacher adequately qualified, sufficiently enthusiastic . . . and suitably reimbursed . . . through whom all publicity, and all news releases must pass if they affect in any way the welfare of the teachers, regardless of their source. This is a very strong recommendation from the Workshop, which also recommends the creation of a position of public relations officer for the ATA to work on the provincial level, and to act as co-ordinator and advisor to the local officers, providing assistance and direction as the occasion demanded.

All your problems will not be solved by these officers—but they can do a lot of "winking" for you, in broad daylight. Your "wink" is essential to make the initial contact.

Think it over!

The educated man knows how to work, is good to work with, and is equipped not only for work but also for pleasure.

—A. A. David.

# Have You a Problem Child?

EDNA GISH

Teacher, Bashaw School District

CAN you honestly say, "I have no difficult child in my class"? If you can, then you are either a very good teacher or a very lucky one.

Nearly every teacher has had at least one exceptional child. If you teach long enough you will experience many of them.

Here are some of the more common cases that demand attention. Do you recognize these?

*The spoiled child* is the child who is constantly demanding attention one way or another. He may be bold and domineering or meek and self-pitying. He has the "all for me" attitude and considers others only when he can use them to his own advantage.

*The clumsy awkward child* is the child who spills something the moment he participates in any activity, upsets things, breaks toys or hurts himself or someone else. Because he is laughed at, this child either shuns others or develops a "chip-on-his-shoulder" attitude.

*The child who is restricted at home* The moment the child is out of reach of his strict parents he begins to unwind and by the time he has reached the school grounds he is ready for action. He feels like a puppy let loose from his chain and is often more mischievous. Sometimes this restricted child is the one who can not do this or that because "Mama doesn't want me to."

*The dirty child* is the one who never seems to have a clean page of work, a clean pair of hands or a clean

face. But that is not all. He also carries with him an unpleasant foreign smell that makes you wonder if his mother knows that people do bathe in this generation.

*The immaculate child* is the extreme opposite of the dirty child. He is the child who can not do this and can not do that because he might get his hands dirty or soil his clothes. As a result while other children are elbow deep in clay, expressing themselves through activities and play, at the side stands Johnny or Jane (it usually is a girl) scornfully looking on. Often this child plays this role only because of his home training.

*The daydreamer* is the child who tucks himself away in a little world all by himself. At the conclusion of what you think has been an extremely effective and interesting lesson you look at the child or ask him a question to get no response but a blank look.

It is after you have met and tried to overcome problems like these that you, the teacher, wonder what possessed you to become a member of the teaching profession. The problem child is the horror of every teacher. He is the one who makes the democratic way of life in the classroom difficult. You can't pull the exceptional child out of your class and throw him away as you do a weed in your garden. You must try to get near to him and try to help him overcome his difficulties.

Two other cases you may find in your class are the overly bright child and the dull child.

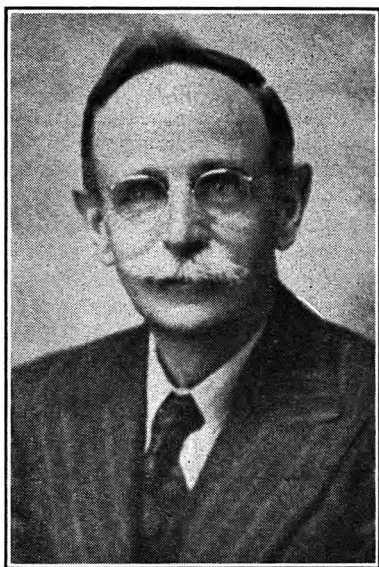
*The bright child* is the child who quickly finishes his work, then still overflowing with energy proceeds to

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Edna Gish, the Camrose Local representative to the Banff Writers' Course, teaches at the Bashaw School.

# David Hoyle Retires

David Hoyle, B.Sc., M.Sc., retired as principal of the Coleman School last year after 40 years of teaching and is now living in Calgary. Mr. Hoyle was born in England, graduating from Manchester University with a B.Sc. degree, with honors in physics, and his master's degree a few years later. He taught in Cheshire, and in Nordegg, Clive, and Wetaskiwin, with 22 years as superintendent of Coleman schools. Mr. Hoyle was active in Alberta Teachers' Association work and took a great interest in his community, especially in woodwork, weaving, radio, and hiking. At Coleman, Mr. Hoyle built up one of the best schools in the province of Alberta and hundreds of his expupils can be counted as his friends.



DAVID HOYLE

express himself in undesirable ways. He also may develop the "I'm much smarter than you" attitude.

*The dull child* in most schools seems to be one of the very biggest problems. He is the child that all through his grades is a problem. Not only is he a problem with regard to tardiness in learning and his need for extra help, but also socially. Either he tries to overcome his weakness in studies by becoming the "school's bad boy" and gaining attention that way, or is cast out of the group altogether.

Each of these exceptional children is an unhappy child. There is a reason for his behavior. His environment is not providing for him something that he needs to become a personality suited for his society. It is your duty as the teacher to adjust the child to his environment and the environment to the child. If you are able to help overcome a child's problem then you will have accomplished something that will give you great satisfaction and will be very worthwhile. You will be a GOOD TEACHER.

# Teacher Load

KATHERINE STRAPP

Teacher, Danville High School

## Book Larnin'

Children with promise and with problems, with talents and with handicaps are not discovered in large classes. Also, ignorance and prejudice cannot be checked, self-interest flourishes, and personalities are stunted. It is impossible for even the best teacher to enter into the lives of 28 to 30 children and influence their attitudes and thinking, counteract unhealthful influences, encourage learning, and stimulate latent genius . . .

In early days the purpose of the school was to teach knowledge; education and "book larnin'" were practically synonymous. All this is different today. "Book Larnin'" is still important, but of at least equal importance is the acquiring of certain attitudes and ideals of human relationships.

The purpose of the school is now interpreted as being to prepare the child to take his place in a democratic society. The teacher is no longer a mere technician; instead of teaching subjects, she teaches boys and girls.

This is the theory, but practice has not kept abreast. The cry of too many teachers is, "How can we teach as we know we should if our pupils are so numerous they are just names in the grade book and numbers on a chart?"

Although load abuses did not begin with the 1950 shortage of teachers and buildings, they have been greatly aggravated by the present conditions, which have caused many school leaders to class "How can we relieve teacher load?" as the \$64 question.

Those who seek to answer this question must study present conditions, what is wrong with them, and what can be done about them.

## Optimum Load?

Whenever teacher load is discussed someone asks just what is the correct, or optimum, load. Although there is no definite answer, the NEA has for years advocated a pupil-teacher ratio of 1-25 based on persons actually engaged in teaching, and on student enrollments.

—Excerpts of article from  
Illinois Education.

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## Mathematics Teaching on the March

*(Continued from page 24)*

senior high school grades, the meaning of the term "the  $f(x)$  approaching infinity" may be aptly illustrated for the "x" and "y" axes may be made as extensive as possible, while the approach of the curve may be given any range desired. Large snow models of cylinders, pyramids, rectangular solids, and other solid figures, may be constructed and then sprayed with colored water to emphasize their essential properties. The study of these geometric models

is facilitated for it is possible to measure dimensions that are understandable and practical from the student's point of view. It is also possible to cut into the models if a study of their interior structures is required. The use of the snow black-board becomes more effective if the directions are supplied by the teachers to the students through a public address system with an interlude of march music for the tramping or sketching process.



# Official Bulletin, Department of Education

No. 136

## Classroom Bulletin on Modern Languages

The first classroom bulletin on Modern Languages issued in January, 1951, contains aids and suggestions for teachers of French. This bulletin has already been mailed out to every teacher of French in the Province. If any teacher of French has been overlooked he is invited to apply to the Department of Education for a free copy of this bulletin.

The following addendum should appear on page 7 under the heading Periodicals. This publication was inadvertently omitted when the bulletin was sent to the printer:

La France

Evans Bros. Ltd.

Montague House, Russel Square,  
London W.C.1, England.

La France is a weekly publication containing many features of interest to the student of French. It is excellent for school use. The cost in Canada is \$2.00 per year (36 issues). Reduced terms are available to schools for six or more subscriptions.

## Teacher Exchange

The Canadian Education Association, with the cooperation of the Provincial Departments of Education, promotes teacher exchange as a means of improving the professional knowledge and competence of teachers and as a contribution to the pro-

motion of national and international understanding. Exchange is a most effective method of broadening teachers' interests and increasing their knowledge of various educational methods.

It is necessary for the teacher to make his own travelling arrangements. In recognition of the value of teacher exchange as a force for Canadian unity, Imperial Oil Limited has donated \$5,000 each year to help defray travelling expenses of teachers going to exchange positions in other provinces of Canada. The Canadian Education Association uses this money to provide bursaries of approximately \$100 to such exchange teachers.

Applications for interprovincial exchange will be received up to the end of February. Teachers who are interested in interprovincial exchange for the year 1951-52 should write for further information to the Department of Education, Edmonton, without delay.

## Banff School of Fine Arts

The preliminary announcement of the 19th Annual Summer Season of the University of Alberta Banff School of Fine Arts is available for distribution. Copies may be obtained from the Director, Department of Extension, University of Alberta, Edmonton, or from the Registrar, Department of Education, Edmonton.





## Our Library

### Readiness for School Beginners—

Gertrude H. Hildreth, published by *World Book Company*, 382 p.p. \$3.60.

This is a practical, specific design for an enriched first-grade curriculum. It reflects the efforts and experiences of the leaders in primary education who in the past quarter century have made immense strides toward making schooling for beginners more attractive and more rewarding.

Among the topics included are the concept of readiness, the insight needed for an understanding of young school entrants, methods of studying the behavior of young children, the skills to be developed during the first year, and the readiness curriculum for beginners and readiness for the three R's.

The importance of parent-school relationships at this early period in the child's schooling is emphasized in several chapters throughout the book. Considerable attention is also given to the slow learner, who is too often overlooked or neglected in typical beginning groups.

Readiness is considered also in its relation to the total development of the child—his social, intellectual, physical, and emotional development. Dr. Hildreth shows exactly how active children on the threshold of schooling can experience a happy life

at school and at the same time develop the skills and make the adjustments so necessary to their success in later school years.

### And Madly Teach—

Mortimer Smith, published by *Henry Regnery Company* (available in Canada through *The Book Society of Canada Limited*), 107 p.p., \$2.50.

Parents, taxpayers, and teachers will be startled, chagrined, and probably indignant over Mr. Smith's amiable but serious picture of present-day schools. Here, in plain language, he tells why our public education is out on a limb. By our efforts not only to teach the three R's, but to develop personality, citizenship, health, sportsmanship; to give job training, tips on popularity, and so forth, we succeed in doing none of these things and do not even equip the child with a good education in the old-fashioned sense—at least, so says the author.

If you believe in progressive education, you will not like this book. It will "inflame you; it will make you mad." If you are critical of our educational system, you will enjoy the book. However, it does seem that Mr. Smith is much more successful in pointing out the weaknesses of our present educational philosophy and practice than he is in suggesting remedies or alternatives.

A good book is the best of friends, the same today and forever.

—Martin F. Tupper.

## **Announcing Two New Books**

### **STEPS IN MAP READING**

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Map Work-Sheets for **STEPS IN MAP READING** is a 32-page booklet of maps reproduced from the text on which students may work out the exercises and thus preserve the textbook for future years.

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### **RAND McNALLY CLASSROOM ATLAS**

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# Supplement to Analyses of Salary Schedules

One yr. training (Elem.)	Lacombe	Ponoka	Smoky Lake	St. Mary's R.	Stony Plain	Strawberry	Thorhild	Vermilion	Westlock
1st Yr. (Basic Min.)	1500	1500	1550	1550	1500	1550	1575	1500	1525
2nd "	1620	1600	1650	1650	1600	1650	1675	1610	1625
3rd "	1740	1700	1750	1750	1700	1750	1775	1720	1725
4th "	1860	1800	1850	1850	1800	1850	1875	1830	1825
5th "	1920	1900	1950	1950	1900	1950	1975	1940	1925
6th "	2100	2000	2050	2050	2000	2050	2075	2050	2025
6-Year Total	10740	10500	10800	10800	10500	10800	10950	10650	10650
Order of Merit	24	27	15	15	27	15	13	26	26
7th Year	2200	2100	2150	2150	2100	2150	2175	2150	2125
8th "	2300	2200	2250	2250	2200	2250	2275	2250	2225
9th "	2300	2200	2350	2325	2300	2350	2325	2350	2325
10th "	2300	2300	2450	2325	2350	2400	2375	2450	2375
11th "	2300	2300	2450	2325	2350	2400	2425	2375	2375
12th "	2300	2300	2450	2325	2350	2400	2425	2600	2375
12-Year Total	24440	24000	24900	24500	24150	24750	24950	24975	24450
Order of Merit	25	32	14	22	30	16	13	12	25
One Degree (high school!)									
1st Yr. (Basic Min.)	2400	2400	2450	2250	2340	2350	2175	2350	2375
2nd "	2500	2500	2550	2350	2440	2450	2275	2460	2475
3rd "	2600	2600	2650	2450	2540	2550	2375	2570	2575
4th "	2700	2700	2750	2550	2640	2650	2475	2680	2675
5th "	2800	2800	2850	2650	2740	2750	2575	2790	2775
6th "	2900	2900	2950	2750	2840	2850	2675	2900	2875
6-Year Total	15900	15900	16200	15000	15540	15600	14550	15750	15750
Order of Merit	12	12	9	49	34	32	56	28	28
7th Year	3000	3000	3050	2850	2940	2950	2775	3000	2975
8th "	3100	3100	3150	2950	3040	3050	2875	3100	3075
9th "	3200	3200	3250	3050	3140	3150	2925	3200	3175
10th "	3300	3300	3350	3150	3190	3200	2975	3300	3225
11th "	3300	3400	3350	3250	3190	3200	3025	3375	3225
12th "	3300	3400	3350	3350	3190	3200	3075	3450	3225
12-Year Total	35100	35400	35700	33600	34230	34350	32200	35175	34650
Order of Merit	15	10	8	46	34	32	56	14	23
Degree—First	900	900	900	700	840	800	600	850	850
Second	300	300	200	300	210	200	200	200	200
Credits per course (First degree)	50	50	40	35	35	50	40	50	50
Annual Increments	5x120	8x100	9x100	100 to 50% of basic	8x100	8x100	7x100	5x110	8x100
Supervision (4 rooms)	2x100	300	200	200	1x 50	1x 50	3x 50	4x100 2x75	1x 50
Miscellaneous	225	300	Married teacher with dependents \$100	Cost of living bonus of \$10 and \$5 per month	Experience prior to 1951 50%	If absent 5 years experience does not count	Maximum for degree \$225	Married teachers bonus \$100	300

# FIFTY YEARS FIGHTING T.B.

Prize-Winners in the Second Annual Essay Contest, 1950, conducted by the Alberta Tuberculosis Association are as follows:

## One Room Schools

Keg River School  
Eckville School  
South Edmonton School

## Grade VII

East Coulee School

## Grade VIII

Thibeault R.C. Public School

## Grade IX

University High School, Edmonton

## Grade X

Vermilion High School

## Grade XI

La Glace High School

## Grade XII

Elk Point High School



Those receiving Honorable Mention are:—St. Joseph's, Grande Prairie; Ashmont School, Ashmont; Concordia College, Edmonton; Champion School, Champion; McNally School, Lethbridge; St. Bernadette School, Picardville; St. Martin's School, Vegreville; Sedgewick School, Sedgewick; Castor High School, Castor; Queen Alexandra School, Edmonton; Barrhill School, Picture Butte; Warren School, Boyle; Balmoral School, Calgary; McLennan School, McLennan; Monarch School, Monarch; St. Joseph's Separate School, Calgary; Grande Prairie School, Grande Prairie; Rimbey School, Rimbey; Old Hairy Hill School, Hairy Hill; Heinsburg School, Heinsburg; Bittern Lake School, Bittern Lake; Sniatyn School, Andrew; Eagle Butte School, Eagle Butte; Theresetta School, Castor; Rosegarland School, Viking; Telford School, Millet; Fort Vermilion Separate School, Fort Vermilion.

A large number of new classrooms entered the competition this year, and the amount of effort put forth by both students and teachers was reflected in the calibre of the essays submitted. While not all schools could participate in the prize list, the Judging Committee feel that many students have now gained authentic information about tuberculosis through their work in connection with the Essay Contest. They wish to congratulate the prize winners and extend encouragement to all in the fight for better public health.

## Alberta Tuberculosis Association

340 - 7th Avenue, West

Calgary, Alberta

## Christmas Seals Fight Tuberculosis

## Percy Page and His Amazing Grads

*(Continued from page 8)*

Page, who, of course, is chiefly responsible for your success. You are indeed fortunate in having a man like Mr. Page as your coach, for I regard him as the greatest coach and the most superb sportsman it has ever been my good fortune to meet.

Those of us who were able to watch this amazing team moving about the floor with lightning

smoothness, and who can recall the tense excitement as the "yellow ball" went UP . . . and Up . . . and then dropped cleanly through the hoop, were indeed fortunate.

The days of the Grads are past. It is doubtful that we shall see their like again but the record of these players and their coach stands as an incentive for the future and as an example of team sport at its best.

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## The Foundation Fields in Teacher Education

*(Continued from page 21)*

### Foundations and the Student Teacher

The foundation fields of education are important from another point of view, and that is the point of view of the student now in the Faculty of Education. The other day a young lady came to my office to ask advice about an assignment and to bring to the surface some of the problems she entertained about education. Four of these problems were:

Are consolidated schools a genuine improvement over the smaller school which was a community centre?

Just what is the aim of education? Is it to produce citizens capable of defeating Communism, or is there a bigger task?

How can I get over the dread of

living in unfamiliar small towns?

Why don't we have more textbooks written in Canada which express our point of view? Haven't we got something worthwhile to contribute?

These are honest questions, and they are hard to answer. No amount of training in teaching methods or subject matter can provide adequate answers. The best answers we can give at present are those from the foundation fields of education. They supply the facts and ideas which give meaning and perspective to the whole educational process. From any point of view, that of the future leader of education, the future classroom teacher, or the present student teacher, the foundation fields of education are important in our teacher training.

### Is a Man a Man for All That?

A Unesco panel of famous scientists conclude that "racial discrimination has no scientific foundation in biological fact and that the range of mental capacities in all races is much the same. Nor is there evidence that race mixture produces biologically bad results. Race is less a biological fact than social myth. Scientifically, no large modern national or religious group is a race."

—Report on UN by Rotary International.



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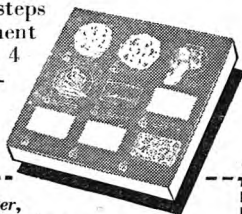


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## Andrew Teachers Discuss Education Article

John Huculak, secretary of the salary committee, reported the financial findings for the current year, at a recent meeting of the Andrew Sub-local.

Neil Purvis gave an interesting account of the article "Educational Crisis in American Schools." Certain aspects of this article were appraised and compared with the Canadian system of education.

The showing of the film *Fight for Better Schools* completed the evening.

## Rally at Camrose

Fifty-one teachers of the Camrose Division were present at the rally on December 6 to discuss the new salary schedule and group insurance.

Albert Therou, chairman of the negotiating committee, outlined the progress made by his committee and showed the present position of the committee with respect to the school board in negotiations. The committee asked for an expression of opinion from the teachers with respect to the various changes in the present schedule which had been suggested.

Helen Brager, president of the Camrose Local, opened discussion on the various features of the schedule, some of which were: basic minimum, sliding scale of increments, second bachelor degree to constitute fifth year of training, supervision, cumulative sick pay plan, bonuses.

Following the discussion of salary negotiations, some time was spent on hearing representatives of life insurance companies outline the procedure to be followed in obtaining group insurance. All dealt with the matter in general terms and emphasized that no definite figures on costs could be given until the plan decided upon was first

## Our Locals

determined and then the companies given definite information regarding age, sex, marital status, and annual earnings of each member of the divisional staff.

### Shandro Speaks at Clover Bar Meeting

Val Roos was in charge of the monthly meeting of the sublocal on January fifth. Present was Tom Shandro, publicity and public relations agent for the Alberta Teachers' Association, who suggested many ways in which teachers could be an influence in the community in which they are teaching. Mr. Piercy thanked Mr. Shandro.

The festival committee met after the local meeting to arrange the program for the festival which is to be held in the spring.

### Foremost Teachers Organize Reading Club

The following officers were elected at the reorganization meeting of the Foremost Sublocal on January 13: Hugh Irving, President; Madge Hadlington, vice-president; Doris Hittle, secretary-treasurer and correspondent; Bert Strain, councillor.

A discussion followed on the proposed salary schedule, since the negotiating committee had just met the board and planned to meet them again next month.

A reading club was organized for the purpose of improving the professional line of thinking. A group of three, Floyd Terriff, David Dack, and Hugh Irving, volunteered to read a book and report on it at the February meeting. This report is to take the form of a panel discussion.

### Fort Vermilion Elect Officers

Officers elected at the Fort Verm-

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lion Local meeting in December were  
as follows: H. B. Wortman, president;  
Sister Mary Peter, vice-president;  
Iola M. Clarke, secretary-treasurer.

A discussion on enterprise records  
took place at the January thirteenth  
meeting, under the chairmanship of  
Sister Mary Peters.

## Grande Prairie Sublocal Discuss Festival

Thirty-four teachers attended the  
sublocal meeting in the new Composite  
High School on January 5. Mr. Kujath  
reported progress re plans for the  
music and drama festival.

An announcement was made of the  
appointment of Mary Gray as north-  
western district representative on the  
Provincial Executive of the Alberta  
Teachers' Association.

*On Stage*, a National Film Board  
production, was enjoyed.

## Hardisty-Czar Set Up Transportation Pool

At the December fourteenth meet-  
ing, a transportation pool was set up  
to cover expenses for sublocal meet-  
ings, retroactive to the first meeting.  
Two resolutions were drafted to be  
forwarded to the local executive. Af-  
ter the sectional meetings, reports  
from the Banff Workshop were dis-  
cussed.

At the January tenth meeting, O.  
Broemeling and A. Strandberg were  
elected to handle the pooling fund. A  
resolution regarding the binding of  
and the quality of paper in school reg-  
isters was drafted.

An afternoon of curling is planned  
to follow the next meeting. After the  
meeting, films were shown.

## Innisfail-West Sublocal Hear Talk About Ethiopia

The presentation of a new sports'  
trophy to Heckla School for its 1950  
winnings, and general discussions  
comprised the business of the meeting  
on December 6.

Miss E. Gundeson told the members

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some very interesting facts about Ethiopia and illustrated her talk with pictures taken during her stay in that country.

#### **Masinasin-Coutts-Milk River Sublocal**

The new executive elected for the year for the sublocal was as follows: Wilf Sullivan of Masinasin, president; Allen Fell of Coutts, vice-president; Jessie Schmidt of Milk River, secretary-treasurer and correspondent.

The Coutts staff, all new to this area, were informed of the previous establishment of scholarships for students of high scholastic achievement.

At the next meeting, plans were made to invite a guest speaker to each of the forthcoming meetings. Salary schedules were discussed.

#### **Mount Rundle Local Oppose County Act**

George Desson of Banff presided at the reorganization meeting of the local held on November third. Edna Baxter, Joyce McPhee, Alyce Autio, and Isabel Shanks were the new members welcomed to the local.

The following slate of officers was installed: H. G. Parkinson, president; John Davidson, W. M. Holden, vice-presidents; Mrs. Parkinson, secretary-treasurer and press correspondent; George Desson and Roy Roberts, councillors.

The local voted to endorse the policy of the Provincial Executive in opposing the loss of the fiscal independence of school boards as projected in *The County Act*.

#### **Provost-Hayter Teachers Discuss Festival Plans**

Frank Paegge gave a report to the thirteen members present at the January sixteenth sublocal meeting on the work of the festival committee since the last meeting. A number of suggested selections were presented to the teachers but Mr. Paegge stressed the fact that they are suggestions only

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and that in the newer type of festival each teacher must feel free to make his own choice.

It was decided that there should be an art display on the festival program and a lengthy discussion followed as to what type of art should be entered. A committee was then chosen to organize the festival.

#### **Redwater-Opal Sublocal**

Plans were made at the January tenth meeting of the sublocal to bring the full-length film of *David Copperfield* to the schools in the sublocal. M. Sawka and M. Muzyka were elected to make arrangements regarding accommodation.

#### **Round Hill to Hay Lakes**

The Round Hill to Hay Lakes Sublocal met on December 14. Eighteen members were present. A social evening, to which wives and husbands of teachers had been invited, was thoroughly enjoyed.

#### **Salary Schedule Discussed At Stony Plain Meeting**

At the December meeting of the local the main business was salary negotiations. Recommendations were received from the sublocals and included: (1) A substantial increase in salaries. (2) Equal increments for university credits for all teachers. (3) A single salary schedule. (4) A request for the divisional board to co-operate with the Alberta Teachers' Association in putting pressure on the provincial government for increased grants to schools.

Meetings are held regularly on the third Saturday of the month.

#### **Seba-Entwistle Sublocal**

At the December meeting of the Seba-Entwistle Sublocal held in Wabamum, Ellen Laws reported on the meeting of the salary negotiating committee of the Stony Plain Local. The sublocal approved the stand taken

by the local on the 1950-51 schedule. April 28 was set as the date for the festival.

Future meetings are to be held on the second Thursday of every month.

#### **Two Hills Teachers Discuss Reading**

On December 1 an institute meeting was held in the Two Hills High School with an almost perfect attendance.

The bulk of the time was given to a discussion of the reading program. Inspector Hannotchko began the discussion with a diagnostic report of the program. In his talk, he mentioned the psychological approach to the program, the purpose of reading, and the practical approach. All teachers were conscious of the importance of the pupils' reading abilities and all were agreed upon a need for increasing the pupils' reading capacities. Some interesting and helpful hints towards lessening reading difficulties were brought out in the discussion of Mr. Hannotchko's report. It is hoped that further work along this line be undertaken in the future.

President Myskiw informed the teachers as to what was being done with regard to group insurance and and public relations. The teachers will receive further information in the way of circulars.

As a project, the teachers agreed to undertake the preparation of social studies tests to be administered throughout the division at the end of the term.

#### **Strathmore Sublocal**

Officers for the sublocal are president, John Bracco; Ivy Sanders, vice-president; Helena Donovan, secretary-treasurer; Loneta Halliday, press representative; Ian McKenzie, councillor; Sam Crowther, member of the negotiating committee.

Items of business at the November 15 meeting included a discussion of interschool concerts and the speeches

made at the convention in Calgary. After this the teachers divided into two groups, according to the grades taught, to start a new type of workshop program. Problems, methods, and subject material common to the teachers of the group were discussed. It is hoped that this workshop method

will be both interesting and beneficial.

#### **Vulcan Sublocal**

At the December meeting of the Vulcan Sublocal, a report from the salary negotiating committee was given, and *The County Act* was discussed.

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## Letters

### Pensions

To Whom It May Concern,

We are having difficulty in checking the teaching service, between the years 1914 and 1919, of Miss Anne Yuill of Coleman, who has recently applied to the Board for a pension.

If there are any persons, who knew Miss Yuill during those years, who may be able to give us some information concerning her teaching service during that period, will they please communicate with us without delay.

Board of Administrators,  
Teachers' Retirement Fund,  
10330 - 104 St.,  
Edmonton, Alberta.

### Comments By A Teacher

To the Editor.

Having read your review of *The Art of Teaching* by Gilbert Highet, I am looking forward to reading the book. It is refreshing to know that Columbia has at least one professor who believes in the classical tradition.

"Some General Problems of Education" by Dr. McKenzie, president of the University of British Columbia, I think deserves to be read more than once. The theory that education consists in change and growth needed to be stated in more definite terms. "Growth toward what?" Dr. McKenzie has given us the answer. To produce the ideal citizen, he sets forth six desirable objectives of education.

The second objective, that our education should produce "an individual capable of standing on his own feet, able to think independently and for himself and with sufficient inward resources of mind and character that he is able to live a happy, creative, productive and, if necessary, more or less independent life, regardless of those around him,"

would I think be achieved largely as a result of the sixth which states: "He should be an individual with a knowledge and awareness of his historic heritage, the accumulated wealth of knowledge and understanding that men have from the beginning of time handed on to their successors."

Have we not lost sight of these objectives, when our schools are offering more and more courses which are merely training in mechanical skills? More and more time is being given to vocational training, yet much of what is learned might be better learned on the job. Employers complain that men trained in manual dexterity but lacking education in the traditional sense, are not adaptable. They are incapable of dealing independently with new problems.

I note that the City of Edmonton asked to be permitted to add a course in driver training, to the high school curriculum. Perhaps this has now been done. Certainly, drivers should be properly trained, but is this the business of our public schools? A student has a limited period of time in school, and the more of it he devotes to the learning of mechanical skills, the less time he has to become acquainted with the "accumulated wealth of knowledge that men have from the beginning of time handed on to their successors." Since most of man's wisdom is stored in books, it is unfortunate that it has become the fashion to sneer at booklearning.

Students, today, are interested in what they call practical courses. They think that the main purpose of an education is to help them earn a living. Is this the result of faulty guidance? Students may not be aware, but the teacher should be, that there is no better preparation for earning a living than a liberal education, since the educated person can, to quote Stringfellow Barr, "quickly learn any specialty, any profession, any business. He can make practical decisions, understand

his failures, and recognize his opportunities."

With Dr. Yauch's theories, as expressed in his article entitled "*Democratic Education Must Be Practiced*," I am in complete disagreement. He tells us that one of the most dynamic concepts of the democratic process is its concern for the individual, then he goes right on to plan what he calls "cooperative democratic groups," in this case organized around an individual school. From here on, it is the group that is important. Plans and decisions are to be made by the group. How can this develop qualities of independence, personal responsibility, and moral judgment?

Dr. Yauch's statement that teachers in individual schools should get together and plan their own curriculum, and that pupils should be invited to participate in daily plans, is to my mind absurd. Progress in the past has not been brought about by social groups, but by individual planning and initiative. When a group is made responsible for the planning, no individual need feel any great responsibility, yet all must defer to the decision of majority.

Under this system there could not possibly be uniformity in the educational programs offered in various schools. How then could we live up to our ideal of "equality of opportunity for every child"? Few teachers have sufficient education and experience to equip them for curriculum planning. I wonder if Dr. Yauch should be willing to accept for his own children, an educational program planned by your inexperienced teachers, or by older teachers who have returned to the profession after a long absence. This planning, he states, is to be carried on under the wise leadership of the principal. How blithely he takes it for granted that the leadership of the principal shall be wise!

By the foregoing, I do not mean

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to imply that teachers should not have a share in curriculum planning. I think teachers should have a larger share in curriculum planning than we now have. I believe teachers who engage in curriculum planning should be those who regard teaching as their life work, and who are thus vitally interested in the school. They should themselves be well educated and should be doing successful work in the classroom. These teachers would thus act as a curb to educators who come home from foreign countries, bursting with theories which they are eager to put into practice in our schools. Much that sounds well in theory falls down in practice, as we have found to our grief.

In regard to the matter of asking children to participate in the planning, that, I should say is shirking our responsibility as teachers.

Our children are babes in the woods. They cannot know which path to choose. Our young and inexperienced teachers are not yet much more familiar with the woods than the "babes." Yet, on their shoulders, Dr. Yauch would place the responsibility of setting the feet of the children on the right paths. Does he really think this is democracy?

When we treat our pupils as, to use Jacques Martin's expression, "dwarf men" acting on an adult level, we must, to quote Robert M. Hutchins, "be prepared to confess that we are nothing but chaperons supervising an aimless trial and error process, which is chiefly valuable because it keeps young people from doing something worse."

I believe one of the weaknesses of our schools today is that we are not teaching well the story of our struggle for freedom. Students should learn that every freedom has its accompanying responsibility, and that every time we shift a part of our responsibility to the State we relinquish a part of our freedom. This the British are now learning.



According to Plato, the excellence of all sciences and all knowledge will fail us "without the knowledge of good and evil." That is very evident in the world today. To preserve our democratic ideals, let us teach that which we know to be good. Let us not be buffeted about by every wind of doctrine but let us in Emerson's words, "be loyal to the integrity of our own souls," not to a group or state where the individual is finally reduced to a mere robot, ripe for exploitation by those who recognize and take advantage of the herd instinct for uniformity. If we exalt the authority of the group, it is only a short step to substitute the authority of the State, and we should know by now that there is no more complete dictatorship than the dictatorship of the State.

NORMA M. SHERBACK.

#### Convention Impressions

Whitla, Alberta

December 15, 1950

Dear Mr. Andrews:

The 1950 Convention of the Alberta School Trustees' Association has come and gone. It passed by peacefully enough. There was not much grousing

among the trustees, except on one point—

#### *The County Act*

There was about the usual tenor displayed by the resolutions submitted to the convention. There was that old reliable one, that asks the government year after year to assume fifty percent of the cost of education, which was passed without any dissent. This little request will eventually be presented to the Executive Council by the Trustees' Executive, and which the Cabinet will reject once more, as they have in the past. Reason? The extreme poverty of the province brought on by the discovery of oil in Alberta. In spite of all the careful handling that this lusty infant will get, it will die, and shortly, too, from malnutrition. This malady stems from two points. First, the "let George do the fighting" attitude on the part of many of the trustee body, and the second thing, the "we own them" attitude of our MLA's. These last mentioned gentlemen are now running true to human nature in that when they are in power about so long they come to think they own that which they have been called to administer. The whole is like one of

(Continued on page 64)

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# List of Voters

## Election of Executive Council

### Alberta Teachers' Association

A complete list of the members of the Alberta Teachers' Association as registered in the ATA office at January 31, 1951, is given on pages 48 to 63 inclusive.

Please see if your name is listed. If your name is not listed, notify the general secretary.

—A—

Anders O. Aalborg; Phyllis T. Aarbo; John Aaserud; Tinie Abday; Edna Abercrombie; Ruth C. Acaster; John W. Achtymichuk; Melba Ackroyd; Annie R. Adair; Lillian M. Adair; W. A. Adair; Arthur E. Adams; David C. Adams; Ellen B. Adams; Frances Adams; Glenda Adams; Jenna Adams; Jean Adams; L. B. Adams; Ruth Stella Adamson; W. Reynold Adoiphe; J. D. Aikenhead; Audrey Airlie; H. D. Aitken; Myrtle Aitken; Myrtle Akre; Kenneth Alackson; Lola Alackson; Margaret Albert; Mabel Albrecht; Ulrich A. Albrecht; Anne Albus; Ann Aldie; E. S. Aldous; J. H. Aldrich; Betty Aldridge; Agnes Alexander; S. M. Alexander.

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Wilson; Patricia Wilson; Robb W. Wilson.

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E. Merle Woods; Phyllis H. Woods; J. G. Woodworth; Zelda Woolley; F. Wootton; Olga E. Worbets; William T. Worbets; Doris K. Worden; F. E. Worger; L. R. Workman; Alice Workun; Helen Worobets; Phyllis Worrall; W. H. Worth; Kenneth Worthington; H. B. Wortman; Esther Wournell; B. Louise Wournell; Fred Wournell; Sonia Woytkiw; I. W. S. Woywitka; Lawrence P. Wozney; Ada Wright; Annie Wright; David J. Wright; E. J. Wright; Edwin R. Wright; Elsie Wright; Emerson Wright; F. J. Wright; Florence E. Wright; Harvey Wright; J. S. R. Wright; Jean Wright; Jean P. Wright; John Wright; Lillian M. Wright; Lorna Wright; Maude Wright; Rowena Wright; Wilma Wyatt; Vaden Wybert; M. C. Wylie; Faye Wynder; Myrtle Wynder; A. M. Wynn; Pauline Wynnchuk; Julian P. Wynnchuk; William Wyrstluk; Emil Wysocki; Steve J. Wysocki.

M. Webb.

—Y—

Olga Yacey; Helen Yadowsky; Margaret Yanchuk; B. Yanishevsky; Marshall Yaremkevich; John Yaremko; Arthur Yates; L. R. Yauch; Morris G. Yaworski; Nora Yelenik; Clarence Yeomans; Frydom M. Yeomans; Lillian Yonkers; Gertrude M. York; Inez M. York; Campbell Young; Carl A. Young; Chas E. Young; D. P. Young; Edna Young; Florence Young; Helen Young; Joanna Young; Mabel E. Young; Olive Young; Phyllis Young; Ruth Young; Vincent T. Young; Mabel E. Younie; Kathleen Younker; Elizabeth Youzwishen; Andrew Yuhem; Peter Yuhem; Mary Yur; J. Yusep; Olga Yanchuk.

—Z—

Alice M. Zacharias; Amy Zacharuk; Sally Zahary; Ella Zakariasen; Ruth Zakariasen; Nicholas Zakordonski; Helen Zaparyniuk; Jean Zawasky; Olga Zaychowski; Jean Zeman; J. Leon Zemp; George Zieber; R. Ziemmer; Annie E. Zilinski; Frank Zilinski; Julian Zilinski; S. Ziniewicz; Adelaide Zmean; Phoebe Zook; L. Zotek; Tillie Zawtiak; Ralph Zuar; B. Zubot; John Zurovsky; Nancy Zygash; George Zytaruk.

#### Teachers of Religious Orders

Sr. M. of St. Agnes; Sr. Agnes Dolores; Sr. Agnes Veronica; Sr. Aidan; Sr. Aime; Sr. Aime Du Divin Coeur; Sr. Aimee De L' I. C.; Sr. Albert of Rome; Sr. Albertine Bureau; Sr. Alfred of the Cross; Sr. Mary Alice; Sr. Alice Labbe; Sr. Alice Trotter;

Sr. Mary Alma; Sr. M. Aloysia; Sr. Alphonsa; Sr. Ange-Marie; Sr. Ann Frances; Sr. Anna Joseph; Sr. Anne; Sr. M. of St. Anne; Sr. Anne Mary; Sr. St. Anthonine; Sr. Marie Anyse; Sr. A. Audibert; Sr. Marie-Augustin; Sr. M. Augustine; Mother Augustine (Daly); Mother Augustine (Murray); Sr. Aurore Blanchette; Sr. Aurora Fortier; Sr. Marie Bandet; Sr. Baptista; Sr. M. St. Basil; Sr. Beatrice of the Cross; Sr. Benedict (Edmonton); Sr. Mary Benedict (Vegreville); Sr. Benedicta; Sr. Benigne; Sr. Bernadette (Edmonton); Sr. M. Bernadette (Wainwright); Sr. M. Bernard; Sr. Bernard de Clairvaux; Sr. Bernarda; Sr. Bernard Claire; Sr. Marie Bisson; Sr. Marie Blain; Sr. A. Blais; Sr. Blanche Lemire; Sr. Marie Boulet; Sr. G. Buss; Sr. M. G. Buss; Sr. Calixte; Sr. Camilla; Sr. Catherine; Sr. Celestin de Marie; Sr. Marie Celine; Sr. Celine Marie; Sr. I. Charlebois; Sr. Charles; Sr. St. Charles Albert; Sr. Mary Chisholm; Sr. Clair De Nantes; Sr. Clare; Sr. M. Clarice; Sr. M. Clotilde; Sr. M. of St. Colette D'Assise; Rev. E. B. Coll; Sr. Anna-Marie Colton; Sr. G. Colton; Rev. P. J. Connelly; Sr. M. Consilia; Sr. Constance; Sr. B. M. Corry.

Sr. Cosmas; Sr. M. M. Cote; Rev. W. A. Coyle; Sr. Cyril of the Cross; Rev. F. W. Daly; Sr. Mary Daniel; Sr. St. Daniel (Vegreville); Sr. St. Daniel (St. Paul); Sr. Darina; Sr. Denise Du St. Esprit; Sr. Denise Helen; Sr. Mary Digna; Sr. E. Donworth; Sr. Dorilla Simard; Sr. Dorothy; Sr. St. Edward (Fort Kent); Sr. M. Edward (Mearns); Sr. Edwin; Sr. A. De L'Eucharistie; Sr. M. Eugene; Sr. M. S. Eugene of the Sacred Heart; Sr. St. Eveline; Sr. Faustina; Rev. W. Fitzgerald; Sr. M. J. Fournel; Sr. Frances (Gough); Sr. Mary Frances; Sr. Frances Cecelia; Sr. Frances Teresa; Sr. Francis; Sr. Gabriel; Sr. M. Gabriella; Sr. St. Gaetane; Sr. St. Gemma; Sr. Genevieve Du Rosaire; Sr. M. of St. Georges-Arthur; Sr. M. of St. Germaine; Sr. Germaine Boisvert; Sr. Gertrude (Durch); Sr. Gertrude (Walsh); Sr. F. Gibeau; Sr. M. Good Counsel; Sr. Mary Grace; Sr. M. L. Gregoire; Sr. A. Grenier; Sr. St. Guy.

Sr. M. of St. Guy-Joseph; Sr. R. Harrigan; Sr. Marie Hector; Sr. Helen (Medicine Hat); Sr. Helen (Rockyford); Sr. Helen Virginia; Sr. Henri de la Croix; Sr. Henrietta Maria; Sr. M. Henrita; Sr. E. E. Hickey; Sr. I. Hochstein; Sr. L. Hochstein; Sr. M. St. Honorius; Sr. R. Hudon; Sr. Mary of the Immaculate Heart; Sr. Maria Immaculata; Sr. Irene; Sr. M. of St. Irene; Sr. Irene A. Faye; Sr. St. James; Sr. Jean Berchmans;

Sr. Jean Lucien; Sr. Marie Jeanne de Jesus; Sr. M. Jeanne Louise; Sr. Jeanne du Portugal; Sr. Jerome; Sr. St. John; Sr. John of Gethsemany; Sr. F. Joseph; Sr. St. Joseph; Sr. Marie de St. Joseph; Sr. Mary St. Joseph; Sr. M. Julienne; Sr. Mary Kevin; Sr. M. M. Kilroe; Sr. C. Langlois; Sr. Lapointe; Sr. Lelia; Sr. St. Lina; Sr. Louis Omer; Sr. Louis Philippe; Sr. Louise (Mundare); Sr. Louise (Medicine Hat).

Sr. Marie Louise Sampson; Sr. St. Luc; Sr. St. Lucie; Sr. Lucille Du Sacre Coeur; Sr. M. of St. Lucy (Fort Kent); Sr. M. of St. Lucy (Grande Prairie); Sr. Marie Ludger; Sr. Ludvic-Marie; Sr. Marie MacDougall; Rev. E. J. McMahon; Sr. Madelienne de l'Esperance; Rev. T. G. Mallon; Sr. C. Manning; Sr. Marcel de Rome; Sr. Marcella; Sr. Mary Margaret; Sr. Margaret Martha; Mother Margaret Mary; Sr. Margaret Stella; Sr. Marguerite D'Ecosse; Sr. Marion (Rockyford); Sr. Marion (Mundare); Sr. St. Martha; Sr. M. Martin; Sr. Martina; Sr. O. Maxfield; Sr. Modesta; Sr. E. Montpelier; Rev. W. L. Moran; Sr. A. Morino; Sr. H. O'Brien Kelly; Sr. L. O'Connor; Rev. H. V. O'Leary; Sr. V. O'Neill; Sr. Mary O'Sullivan; Rev. F. E. Otterson; Mother Patricia (Barry); Sr. Patricia (Lundy); Sr. M. St. Patricia of the Sacred Heart; Sr. St. Paul; Sr. Paul Marie; Sr. Perpetua; Sr. Mary Peters; Sr. Marie St. Philias; Sr. Philippe du Sacre Coeur.

Sr. M. Pilley; Sr. E. Pollard; Sr. M. De Prague; Sr. Priscilla; Sr. St. Raphaela; Sr. M. of St. Regine; Sr. M. Riordan; Sr. Rita; Sr. M. Robert; Sr. A. Rodinyak; Sr. Romuald; Sr. Rosalie-Barbara; Sr. Rose (Medicine Hat); Sr. Rose (Edmonton); Sr. Rose Yvonne; Sr. J. Rousseau; Sr. Sebastian; Sr. Marie Solange de Jesus; Sr. M. Stanislas; Sr. Stephanie; Sr. K. Sullivan; Sr. Mary Sylvester; Sr. Sylvia Boisjoli; Sr. Mary of St. Claude; Sr. Mary of St. Gerard Majella; Sr. Mary of St. Joseph; Sr. St. Michael; Sr. Marie St. Paulin; Sr. R. Tellier; Sr. Therese d'Alencon; Sr. Therese des Anges; Sr. M. of St. Therese de Castille; Sr. Therese D'Avila; Sr. St. Therese de Lisieux; Sr. Therese de la Paix; Rev. G. J. Thompson; Sr. M. de St. Unis; Sr. Mary Ursula; Sr. Valery; Sr. M. E. Vaugeois; Sr. Marie L. Vaugeois; Sr. M. of St. Victoire de Rome; Sr. St. Victorien; Sr. Vincent (Edmonton); Sr. St. Vincent (Medicine Hat); Sr. Vincent Mary; Sr. Vincentia; Rev. J. A. Whelihan; Sr. St. Wilfrida; Sr. Winnifrid; Sr. Winnifrid Marie; Sr. M. de St. Yvonne; Sr. Zenaide Maria.

## By-law No. 24

"The necessary transportation expenses of Councillors to General Meetings shall be paid from the funds of the Association."

This has been interpreted by the Executive to include holiday rates in effect during Easter Week but berths only if necessary, considering transportation facilities. Locals are expected to be responsible for living expenses of Councillors while in attendance at the Annual General Meeting.

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our boyhood games, blind man's buff. I wonder who is the loser?

Now it seems to me in all this misgovernment that it is the young, the inarticulate, the mute and defenceless that are denied their just due.

The contentious thing was *The County Act*. In the discussion, Mr. Gerhart defended it with a confident smile. There is a passage in *Macbeth* which states that "the smiles of some men contain daggers." It seemed to me there was a dagger in the smile of Mr. Gerhart. It could have been an optical illusion created by a cross light. The minister seemed to be irritated by the question period, which did not cease until perhaps 10 p.m. The general discussion of this unexpected whelping did not take place by the trustees until the next morning when several delegates spoke vehemently and logically against it. There are some people whose backbones do not crumble in the face of authority. One lone delegate spoke in a hesitant fashion for it. After due consideration of all the pros and cons, I can only see one good thing in the Act, there being nothing so bad but what there is some good in it. England has a central government with a county system as a subsidiary body, so it seems to me that it could be a tool to use to dissolve the legislative assembly.

Under the Act we would have as much real need for the assembly as a pig for a tail. We could save their cost and not have to put up with their government by blind man's buff. We would have several rich municipalities in place of one tight-fisted miserly province. The worst part of this Act, as it is now written, seems to me to be that it subverts one of our oldest rights, namely, the right to reject or elect all persons who directly or indirectly spend our tax dollar. It is of

the coopted members of whom I speak. Once these are appointed it will be difficult to control them in their spending and legislation or get rid of them. They will not be responsible to the taxpayer for their actions. Charles I of England attempted to do just this, and with disastrous results to him and the nation, for a military dictatorship came to power in England. Our rights and privileges have come slowly to us down through the centuries, and in the past they have been guarded jealously—once gained, never relinquished. Let us close ranks and stick to that principle now.

Now, one more thing and I shall be finished for this month.

George I of England was a German who neither spoke nor understood the English language and worst of all he made no attempt to become proficient in using or understanding it. The Prime Ministers let him alone as much as they dared and governed the best they could under the circumstances. However, the weak subterfuges of prime ministers grew into precedents over a long term of years, and the prime minister, with his docile majority trailing at his heels, became the real ruler of the nation. George I made no use of the greatest weapon he possessed—his voice; thereby losing his power, and the same thing can happen to us now in regard to *The County Act*. This is no time to sit inarticulate, even if you must be your own engineer we must suddenly grow articulate; making use of either the written word or the spoken one. It seems to me to be a crime to submit peacefully to any piece of legislation that one considers to be unjust in principle or retrograde in motion.

FOSTER GOW.

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